

Chairman indicated purpose of meeting to hear what Mr. M. has to say. Pointed out it was a representative gathering. Central authority - local. Elementary - Secondary - Private.

Mr. M. confessed the poisoned passion of education believed that central authority has now this passion - referred to suggestions issued by Board of Education invited Conference to be practical in results - related experience of P.N.S. & foundation of P.R.S. -

founded to meet the difficulty of educating children in spite of inefficient teachers - hence the plan would meet the case of elementary school teachers who have under them inefficient teachers. P.R.S. has been in existence & has proved a success - therefore not an experiment of uncertain results.

Educative syllabus.

Object of Education chiefly to train in complete living - have life in living - absence of such life in living is cause of many evils - numerous must - from reading habit this

must be formed in school or <sup>is not</sup> formed afterwards — Literature & History.

Nature Study. Children should have what Rusley calls common knowledge — not scientific knowledge but preparation for it.

There should be "knowing acquaintance" with nature — trees — pictures & well known bones — birds — notes plumage.

Science. referred to "The Sciences"

author says that "Children can understand principles but not difficult applications."

Art. generally conceded that children should not draw with pencil but with charcoal or brush. Should not draw from copies.

Perry pictures introduced

Method of Pictures talks described  
result to produce taste in

Art joy in living increased

Perry pictures description

Landauer -

read -

Physical Culture. Hygiene Physiology  
Drills

Moral Culture

from books

Handicrafts

Cardboard story is the foundation of all handicrafts - no boy or girl should leave school without a course of cardboard story. Artistic feeling cultivated by clay modelling.

A great number of subjects can be dealt with in school on the principle of the headman which has a second forehead tick. Classes of P.R. S. enumerated & programmes passed round.

I a 6 years of age specimens of answers - passed round read.

Miss M. wrote of the advantages of narration - Children enjoy narration - do not like being questioned. They suffer from the fact that the teacher like to talk.



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28/11/1930

Mr Wynn Williams summed up the features  
of an Educational Syllabus. must contain  
History - Nature Study - Science - Art  
Handicrafts - Physical Moral Culture.

All this attempted in Elementary  
Secondary Schools

Mr N. said that languages are taken  
up carefully in P.R.S. - not always  
successfully in Practising School.

Mr Snow said he was obliged to  
give <sup>much</sup> time for Latin instead of  
giving time to Nature Study &c.

II Can this syllabus be made applicable  
to Elementary School?

Mr W. Williams. Asks Mr Tipper to what  
extent can Science be taught in  
Elementary Schools? Very little -

Chemistry - Nature Study is -  
and careful observation;

Older Botany Study purely scientific  
Modern - - - = nature study &  
some scientific teaching

Mr Tipper does not think pure Science  
essential

Mr Lister said that scientific teaching  
might be impossible on account of  
poverty of schools

Mr. ~~Went~~ said that elementary science  
very useful in common life - - 285 -

Mr. ~~Jaeger~~ -

Mr. Bentley, said that matter should be  
discussed from what should be - not  
what is -

Mr. Heard - said that scientific teaching  
comes into many subjects

Mr. Wynn Williams, specialized form of  
science teaching should not be included  
in curriculum of ordinary elementary school,  
the technical & secondary school should  
take up science.

Mr. ~~Farmer~~ ~~considers~~ with consent  
of chairman that Nature Study  
would be enough for ordinary  
elementary school.

Mr. W. Mr. Mason - agreed in the  
advisability of not having scientific  
teaching that requires apparatus.

Mr. ~~Hugh~~ said that all apparatus  
for lessons (elementary) on  
Electricity could be provided for  
one shilling -

What amount of astronomy  
taken up in P. R. S. -

Mr. Asquith this comes under



Aut. McBryne Williams - 19p6 1m3120  
not further discussed

Physical Moral -

Underhill. Syllabus issued to all  
managers & teachers in Kendall -  
Moral League paper laid aside  
because moral teaching taken  
in connection with Bible lessons.  
Miss Pheasant - agreed with them  
Mr. W. Williams spoke of the futility  
of moral abstract lessons -

Miss M. agreed was glad to hear  
that Vermontland teachers  
are not above Bible - would  
use book as better than oral  
lesson - yet necessary to help  
children to understand their own  
nature responsibility -

Mr. Tipper - does not approve of  
a syllabus of moral teaching.

Miss M. fears that Moral League  
is ~~in the direction~~

Miss Reynolds thinks it important to have <sup>to have</sup>  
once a week a lesson on morals  
in connection with school life -  
History & literature afford illustrations  
in morals - Religious instruction  
2 parts - devotional -

Mr. Snow dwells on the importance  
of teacher's example.

Miss M. agreed with those who  
condemn preaching - but contends  
that children ought to know  
something of this own nature.  
Mr. Snow this should be done  
individually.

applicability of Syllabus to  
Elementary Schools.

Miss M. maintains that all  
children have desire for knowledge  
this desire often quenched by  
school life.

Mr. Fardur asks how narration  
can be managed in large  
Standard I - Can utilize  
Standard V

<sup>1897-1898</sup>  
Agreed that some such syllabus  
can be adopted in the schools of  
Newfoundland.

Mr. Wright - Miss W's suggestion  
that the curriculum for all  
schools should be alike is ill-  
conceived, should include History - Art -  
Difficulties of coordination  
disappear

Mr. Mason -

Miss Warren spoke of difficulty  
of dealing with children ~~come~~  
from Elementary Schools; they  
know no Latin French German  
mathematics

Mr. Reynolds - considers that  
French is the one language  
which cannot be postponed -

Mr. Shaw Conference necessary  
between Elementary Secondary  
teachers -

Mr. Mason - Literatures & History  
are the crucial subjects -



they should be the common ground -  
Mr Williams - considers that more  
time should be given to Literature  
than to Arithmetic - Mathematics  
should be treated as one.

Miss Mason - time saved, because  
no spelling lessons - relation  
always prepared by visualising  
word - value not dictation  
but visualising - no composition  
lessons - child allowed to  
compose because it is his  
nature in first years, he  
narrates & he transcribes -  
reads & thus gradually  
becomes able to

History books handed round -  
New book -

Annae Foster - Mrs Oughton's  
History of France

Fleming's Shorter History  
Lords History of Europe

History Literature not disoulbury 18/10/1900

Study & contiduous - Students must be able to reproduce & s. the character

- 1st History Heroic period
- 2nd " " " " " "
- 3rd " " " " " "

What does "pivot of instruction" mean? Centre of literary work in school - Mr. M. explains that children read literature of period - that art may be

<sup>made</sup> assisting - children do original illustration - Geography included

Chairman - considers that in school there is general prejudice against making History the pivot of instruction - many people still believe with H. Spencer that History & literature are only <sup>superfluous</sup> ~~superfluous~~ <sup>ornaments</sup> ~~ornaments~~ <sup>for leisure</sup> ~~for leisure~~ <sup>that in his opinion</sup> ~~that in his opinion~~ the study hours should be divided <sup>between</sup> ~~between~~ the sciences & humanistic studies.

Mr. Hewitt asks how books can be <sup>expensive</sup> obtained.

Miss M. asks can children in  
elementary schools contribute 10.  
per week? Average cost £1 per year  
or per annum possible -

in Secondary Schools quite feasible.

Mr. Leslie approves - but finds  
great difficulty because education  
is becoming so costly - ratepayers  
cannot be expected to pay.

Some of parents would not pay,  
others would -

Miss M. authorities would supply  
text books - copy for teacher use -

Mr. Bentley. 75% perhaps could  
buy - difficulties of collecting.

Mr. Fuller. 20 or 30 years no  
difficulty in raising money now -  
they used to spend 4/ & 14/5  
anticipates it would not be  
easy - if example were once



24 - in one school - others would  
follow - good library in former -  
many pupils are great readers -  
Mr. Tipper - Local authority spending  
much on education

~~Mr. Bentley agrees~~

Personal possession of a book  
is educative - a good thing for  
parents to pay something towards  
the cost of education.

Mr. Mason - willing to pay for  
possession of book not for

Mr. Stewart would this affect the  
Savings Bank?

Chairman - to Local authority  
to be decided?

Mr. Tipper - thinks that at present  
there is a chance that the Local  
Authority will be making a  
book

Mr. Gardiner Mr. Stewart Mr. Jackson

will be making a book

Mr. Gardiner I can conceive of teachers

being apologues working on these lines

Vote of thanks by Mr. Kates -  
seconded by - Mr. Board

Miss Nelson in returning thanks said what  
great pleasure it gave her to meet those who  
had true education so much at heart &  
~~that certainly~~ <sup>this</sup> ~~after her~~ experience  
teachers were said not to be open minded but  
certainly such a conference as this was a  
complete denial of such a statement.





Miriam Fitter Hurult <sup>Horness</sup> ~~Shepard~~, ~~Roberts~~ <sup>Shepard</sup> ~~Roberts~~ <sup>Shepard</sup>  
(Kendal) Robert (Hindleside) <sup>Thames</sup> Longton (Horness)  
~~Stephenson~~ (Teby)  
Aspinall (Hindleside) Fuller (Grasmere) Bentley (Hindleside)  
Joyce (Trombeck) Leiler (Kendal) Gardiner (Kendal Green)  
~~Stephenson~~ (Teby) Hewah (Kirkby Stephen) Hook Knapp

Secondary Schools by (Kendal)  
Mr. Platt, Miss Reynolds, Miss Warran (Kendal)

Primary Schools of Pillingham

Mr. Snow (The Craig Hindleside)

Local  
The Educational Authority  
Mr. Tipper (See W. C. Council)

Tipper  
The Hon. Mr. Tipper  
The Hon. Mr. Tipper  
The Hon. Mr. Tipper

At 11.30 The chair was taken by Mr. Tipper  
who conveyed ~~speech~~ remarks from Mr. Jilks  
Mr. Min Cropper Mr. England who were unable  
to attend.

He congratulated the Conference on its representative  
character & said that as they had come to the

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the view you expect an education they could  
not do better than begin at once with the  
first clause of the ~~main~~ agenda.

Miss Mason said it was a real pleasure to hear  
to-day that we may have accepted her invitation  
to discuss a matter which deeply concerned  
all those who have real education at heart.  
She said that education has been placed upon  
a different footing since the publication of  
suggestions by the Board - a quiet speech -  
marking publication but that the question  
~~has been who was going to work out these~~  
~~suggestions.~~

The scheme she was about to suggest was on  
these very lines but was like the new one. It has  
been working with increasing success for 18 1/2 years  
some 3 yrs ago the Committee had sent me  
3000 of the pamphlet some suggestion board  
a Commissioner but apparently nothing has

Concise. Real Education was being now  
considered everywhere - even the papers now,  
the news especially like the Ring Post, were  
publishing serious & well considered articles  
on the subject & the question was <sup>now</sup> who  
was interested in new suggestions or in  
whether they were valuable but who would  
definitely take up a method which, ~~the~~  
<sup>A. P. M. S.</sup> ~~the~~ sanction of the Chairman for <sup>unpleasant</sup> ~~day's~~  
would need the <sup>satisfactory</sup> approval of the Board.  
Now the question before the P.M.U. some 20  
yrs ago had been - how to educate children  
in families who were hampered by second-  
rate governesses (for the governess was still  
then a highly trained woman as she often is  
now) & this problem is still before the heads  
of elementary schools who have very often  
inexplicably elderly pop-knacks under them.  
The answer was found in the possibility of doing





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This habit of waiting must be shown in the History  
Thesis alone & the lessons of which Parker has  
them will be non-loyalty. This is the

The next item of an Education is Nation-Study  
by Nation Study is meant That Foundation  
which

Common Information which Husley tells us  
is that the ~~proprietor~~ <sup>proprietor</sup> ~~is~~ <sup>is</sup> a cliff

Matter Punch Mr. ~~Wells~~ shows in the  
Knob Science ~~to~~ be kept as a man

nomenclature with out any acquisition of  
principle. Children should have a long

acquaintance with nature - with trees at  
any season, flowers, birds

~~for elementary Science~~ or use a word called  
the Sciences for the purpose the author  
of this book has an understanding principle

but not the scientific application. This  
shows we should make the distinction.

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